



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISSRGL308A Use advanced level tactics and game strategy in Rugby League play**

**Release: 1**

## **SISSRGL308A Use advanced level tactics and game strategy in Rugby League play**

### **Modification History**

Not Applicable

### **Unit Descriptor**

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required by players to use overarching game strategy and player tactics in Rugby League activities at an advanced level. It requires the ability to prepare for and participate in drills, activities and games using advanced level game strategy and tactical skills and to review and evaluate self and team tactical performance.</p> <p>No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### **Application of the Unit**

<b>Application of the unit</b>	<p>This unit applies to senior and experienced Rugby League players who are involved in local, regional or state competitions using the International Laws of Rugby League.</p> <p>These players compete in senior representative Rugby League teams (city, country, division, group, ages), state junior representative teams (15-17 years) and junior Rugby League club teams (under 15, 17 and 19 years in first division). They progressively achieve the advanced Rugby League tactical skills described by this unit and are closely guided by their coach.</p>
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### **Licensing/Regulatory Information**

Refer to Unit Descriptor

## Pre-Requisites

<b>Prerequisite units</b>	Nil	

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in pre-game preparation sessions.	<p>1.1. Seek information on and comprehend the <b><i>role of the coach and support staff</i></b> in developing and implementing game strategies and tactics for Rugby League games.</p> <p>1.2. Participate in discussions on individual and team <b><i>strengths and weaknesses</i></b> to improve individual and team performance in game strategy.</p> <p>1.3. Participate in Rugby League <b><i>drills and activities</i></b> to develop player skills in <b><i>game strategy</i></b> and individual and team <b><i>tactics</i></b> to an advanced level.</p> <p>1.4. Participate in pre-game briefings to clarify and comprehend appropriate game strategy, individual and team tactics and <b><i>communication systems</i></b>.</p> <p>1.5. Discuss and evaluate the strengths and weaknesses of the opposition team and its individual players and identify counter tactics to be used during game play.</p> <p>1.6. Prepare for advanced level Rugby League games by using appropriate and effective pre-game <b><i>psychological techniques</i></b>.</p>
2. Implement the game strategy and use tactics during a Rugby League game.	<p>2.1. Safely implement identified game strategy according to the International Laws of Rugby League and the Australian Rugby League SafePlay Code, <b><i>regulations and policies and procedures</i></b>.</p> <p>2.2. Use agreed attack and defence tactics to maximise strengths of own players and target weaknesses of opposition players.</p> <p>2.3. Identify in-game <b><i>statistics</i></b> for team and players to be recorded and implement required adjustments to in-game strategy and tactics at breaks in play.</p> <p>2.4. Maintain effective communication with team members and coach in order to quickly and effectively implement game strategy and tactics.</p>
3. Participate in post-game de-brief and evaluate the success of the game.	<p>3.1. Participate in post-game discussions and evaluate <b><i>strengths and weaknesses of own players and opposition players</i></b> to improve future field positioning and use of improved team tactics.</p> <p>3.2. Review the success of game strategy and tactics utilised in drills, activities and games, identify areas requiring improvement and discuss with team and coach.</p> <p>3.3. Identify own personal progress and satisfaction with performance and provide feedback to team and coach.</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills on and off the Rugby League field to:
  - actively participate in pre-activity briefings
  - discuss play and predict player's intentions and movements for own and opposition team members
  - use calls, hand signals, eye signals, signs and other communication methods to interact with players in-game
  - discuss overarching game strategy, team and individual player tactics with coaching staff to comprehend their use and implementation in Rugby League games
  - discuss and clarify the International Laws of Rugby League and how game strategies and tactics impact on compliant play
  - seek feedback and instructions from team members, coaches, support staff and referees
  - provide feedback on self and team performance in game strategy and player tactics
- literacy skills to access, interpret and comprehend the International Laws of Rugby League and the content of relevant player policies and procedures
- numeracy skills to:
  - calculate effective time use during drills, activities and games
  - calculate the time remaining to implement or adjust game strategy and tactics during games
  - interpret complex game statistics
- teamwork skills to:
  - encourage and support team members
  - share the ball with others
  - respect other player's decisions
  - participate effectively in team tactics during training activities and games
- problem-solving skills to:
  - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
  - respond appropriately to changing conditions during training and game situations
  - to resolve disputes related to the conduct or outcome of a game

**REQUIRED SKILLS AND KNOWLEDGE**

- self-management skills to:
  - review and reflect on own performance
  - organise time and priorities effectively
  - set short, medium and long term goals
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, other team players and to monitor self progression in the use of tactics
- player tactical skills in attack and defence to participate in tactical Rugby League activities and game strategy at an advanced level.

**Required knowledge**

- the existence and basic aspects of occupational health and safety legislation
- terms and conditions that apply to player use of, and behaviour at, private and public Rugby League facilities and gyms
- the essential elements of player policies, procedures and codes to appropriately comply when participating in game strategy and tactical Rugby League activities
- the complete content of International Laws of Rugby League and how game strategies and tactics impact on compliant play
- the on-field roles and responsibilities of all Rugby League positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the essential elements of overarching game strategy and the use of different strategies to meet differing advanced game conditions
- the essential elements of team and player tactics and the use of different tactics to meet differing advanced game conditions
- *the key elements of psychological methods and techniques* used in game preparation
- the key characteristics and use of equipment used in advanced level Rugby League drills, activities and games to implement game strategy and tactics
- the key characteristics and use of complex Rugby League game statistics
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and referees to interact during the implementation of game strategy and tactics in Rugby League play
- self-reflection principles to enable effective self-evaluation for future improvement of tactical skills.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential.

- performs tactical skills at an advanced level which are relevant to positional requirements and conditions on sufficient occasions to demonstrate competency and consistency of performance
- utilises knowledge of advanced level game strategy, tactical Rugby League skills and relevant rules, regulations and policies when playing at an advanced level
- determines strengths and weaknesses of individual players and teams and psychologically prepares to apply tactics and strategies accordingly
- communicates appropriately with team members, coach, referees and support staff throughout activities and games, and responds to feedback
- reviews own and team's performance to identify strengths and areas requiring improvement or modifications.

#### Context of and specific resources for assessment

Assessment must also ensure access to:

- Rugby League training and competition facilities
- equipment such as senior Rugby League training or match balls, uniforms, appropriate footwear and personal protective equipment
- groups of advanced level Rugby League players to train with and play against
- a coach to instruct and address players
- support staff, such as physiotherapists and scorers
- referees qualified to manage a match using the International Laws of Rugby League
- International Laws of Rugby League
- current relevant regulation, player policies, procedures and codes that apply to participation in Rugby League game strategy and tactical Rugby League activities.

**EVIDENCE GUIDE****Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance of advanced Rugby League tactical skills during drills, activities and games
- oral or written questioning to assess knowledge of relevant rules, regulations and policies and how game strategies and tactics impact on compliant play
- evaluation of third-party reports from coaches or referees detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL305A Use advanced level Rugby League game skills
- SISSRGL203A Participate in conditioning for Rugby League

**Guidance information for assessment****Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Strengths and weaknesses*** may relate to:

- fitness components:
  - speed
  - agility
  - balance
  - endurance
  - strength
  - power



RANGE STATEMENT	
	<ul style="list-style-type: none"><li>• flexibility</li><li>• height</li><li>• weight</li><li>• ability to successfully implement set team plays</li><li>• ability to use deception and predication</li><li>• skills in attack and defence .</li></ul>

<b>RANGE STATEMENT</b>	
<b><i>Drills, activities</i></b> may involve:	<ul style="list-style-type: none"> <li>• developing tactical skills through appropriate sequencing of skills</li> <li>• progressive skill acquisition in Rugby League tactics</li> <li>• progressive development of team game strategy</li> <li>• breaking down game strategy and tactical skills</li> <li>• coordinated positional plays</li> <li>• modifying game strategy and tactical skills</li> <li>• warm ups and cool downs</li> <li>• grid work.</li> </ul>
<b><i>Game strategy</i></b> may involve:	<ul style="list-style-type: none"> <li>• roles of individual players in the game strategy</li> <li>• patterns of play in attack and defence: <ul style="list-style-type: none"> <li>• up and in</li> <li>• slide</li> </ul> </li> <li>• adjusting attacking systems of play in different field zones</li> <li>• appropriate defending systems of play in each field zone</li> <li>• set team plays: <ul style="list-style-type: none"> <li>• orthodox</li> <li>• unorthodox</li> <li>• spacial concepts of width and depth</li> </ul> </li> <li>• situational plays, e.g. following turnovers</li> <li>• positional plays where unequal match-ups occur</li> <li>• kicking games - long, short, into goal zones</li> <li>• percentage football</li> <li>• identifying strengths and weaknesses of opposition game strategies and tactics and the development of coping counter tactics.</li> </ul>
<b><i>Tactics</i></b> may involve:	<ul style="list-style-type: none"> <li>• attack and defence considerations in different field zones</li> <li>• impulse plays</li> <li>• phases of play coming off incompletd structured plays</li> <li>• moving the ball wide: how wide and how quickly</li> <li>• tackling types and duties of each tackler</li> <li>• scrummaging tactics and set plays from a</li> </ul>

**RANGE STATEMENT**

scrum

- positional play in line of attack
- positional play in defensive line
- field positioning to generate a try in the attacking zone
- field positioning to generate a field goal
- use of angles and switch plays
- use of fast or slow paced play-the-balls
- plays to maximise perceived weaknesses in opposition team plays
- plays to counter perceived strengths in frequently used opposition team plays
- counter tactics to diminish or negate opposition player skill or fitness strengths.

<b>RANGE STATEMENT</b>	
<b><i>Communication systems</i></b> may include:	<ul style="list-style-type: none"> <li>• calls</li> <li>• hand signals</li> <li>• eye signals</li> <li>• signs</li> <li>• nods</li> <li>• gestures</li> <li>• codes for different plays.</li> </ul>
<b><i>Psychological techniques</i></b> may include:	<ul style="list-style-type: none"> <li>• goal setting</li> <li>• visualisation</li> <li>• imagery</li> <li>• relaxation techniques</li> <li>• intrinsic motivation</li> <li>• extrinsic motivation</li> <li>• motivation techniques</li> <li>• focusing and concentration.</li> </ul>
<b><i>Regulations</i></b> may relate to:	<ul style="list-style-type: none"> <li>• occupational health and safety (OHS) legislation</li> <li>• terms and conditions of permits from land management authorities or local councils</li> <li>• terms and conditions of authorities or permissions from Rugby League clubs or associations</li> <li>• environmental protection regulations.</li> </ul>
<b><i>Policies and procedures</i></b> may involve:	<ul style="list-style-type: none"> <li>• risk management</li> <li>• safety</li> <li>• management of past, current or recurring injuries and illnesses</li> <li>• conflict resolution</li> <li>• communication protocols</li> <li>• use, care and maintenance of equipment and court</li> <li>• training and scheduling commitments</li> <li>• Australian Sports Commission Harassment-free Sport policy</li> <li>• Australian Sports Commission Junior Sport policy</li> <li>• Australian Rugby League Anti-doping Policy</li> <li>• Australian Rugby League Code of Conduct.</li> </ul>
<b><i>Statistics</i></b> may include:	<ul style="list-style-type: none"> <li>• playing statistics for own team and opposition:             <ul style="list-style-type: none"> <li>• penalties</li> </ul> </li> </ul>

**RANGE STATEMENT**

	<ul style="list-style-type: none"><li>• errors and turnovers</li><li>• completion rates</li><li>• tries scored and manner in which tries are scored</li><li>• tackle counts.</li></ul>
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**Unit Sector(s)**

<b>Unit sector</b>	Sport
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**Co-requisite units**

<b>Co-requisite units</b>		

**Competency field**

<b>Competency field</b>	
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